

Enhanced Continuity of Learning Plan 4.0: *Reimagining Schools*



School Board Presentation
August 7, 2020

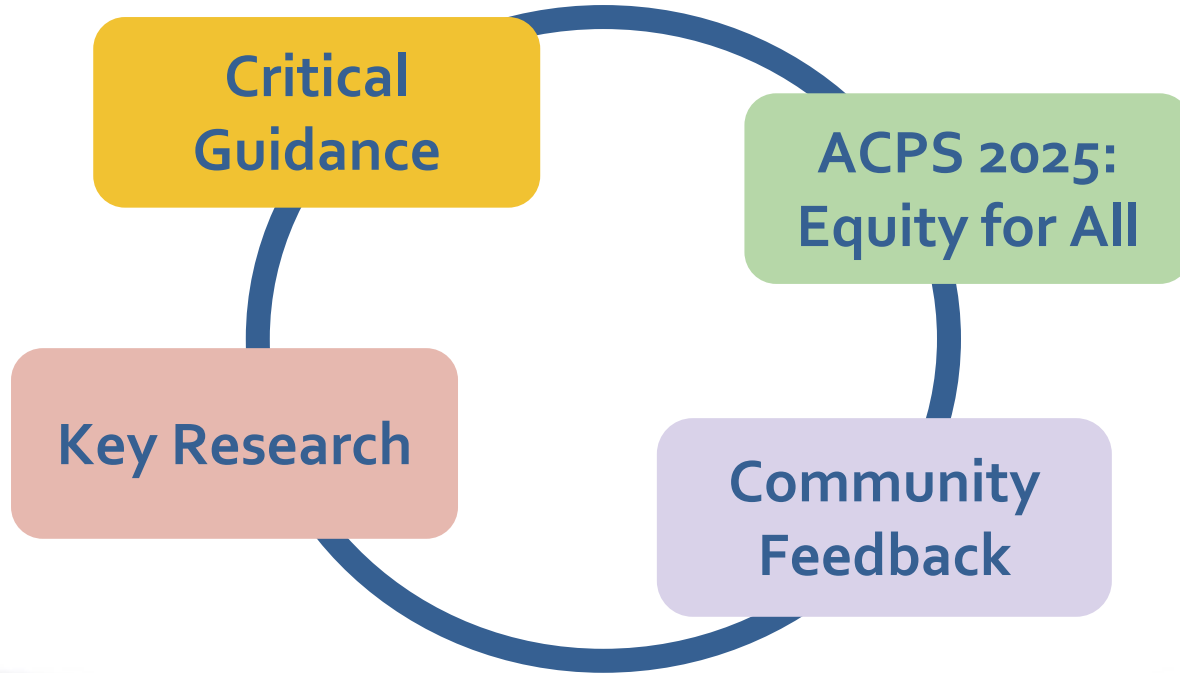


EVERY STUDENT SUCCEEDS

Our Essential Questions

1. How did the *Cross-Functional Planning Teams* **plan and conduct our feasibility analysis process**?
2. What were the ACPS **constraints, internal/external inputs , and alignment** with our *ACPS 2025 Strategic Plan: Equity for All* that guided our feasibility assessment?
3. How will ACPS provide **supports for students, staff, and families** as we enter a new school year through our recommended *Virtual PLUS+* model?
4. What process will ACPS follow to **reassess in-person instruction decisions** throughout the year?

Getting Started



Our Cross-Functional Planning Teams

<p>Social, Emotional, and Academic Learning (SEAL)</p> <p><i>Dr. Julie Crawford and Dr. Gerald R. Mann, Jr.</i></p>	<p>Human Resources, Capital Programs/ Facilities, and Technology</p> <p><i>Dr. Stephen Wilkins and Sandra Hardeman</i></p>	<p>Health and Safety</p> <p><i>Dr. Alicia Hart, PMP, and Dr. Marcia Jackson</i></p>	<p>Financial Management</p> <p><i>Dominic Turner and Robert Easley</i></p>	<p>School and Community Relations</p> <p><i>Julia Burgos and Kurt Huffman</i></p>
<ul style="list-style-type: none"> • Curriculum and Instruction - <i>Dr. Gerald R. Mann, Jr. (co-chair)</i> • Accountability - <i>Clinton Page</i> • Professional Learning - <i>Cory Kapelski</i> • Student Support Services - <i>Dr. Julie Crawford</i> • Technology - <i>Dr. Elizabeth Hoover</i> 	<ul style="list-style-type: none"> • Capital Improvement Program (CIP) - <i>Erika Gulick</i> • Facilities - <i>John Finnigan</i> • Human Resources - <i>Sandra Hardeman (co-chair)</i> • Technology - <i>John Crites</i> 	<ul style="list-style-type: none"> • Personal Protective Equipment - <i>Mark Carlson</i> • School Nutrition - <i>Cynthia Hormel</i> • Security - <i>John Contreras</i> • Student Health - <i>Dr. Elaine Gerard</i> • Transportation - <i>Kifaya Hamad</i> 	<ul style="list-style-type: none"> • Budget - <i>Robert Easley (co-chair)</i> • Payroll - <i>Michael Covington</i> • Procurement - <i>Dayanna McMullen</i> 	<ul style="list-style-type: none"> • Communications - <i>Helen Lloyd</i> • Family and Community Engagement (FACE) - <i>Krishna Leyva</i> • Family Outreach - <i>Taneika Tukan</i> • Partnerships - <i>Kurt Huffman (co-chair)</i>

[Full CFPT Team Roster](#)

Our Guiding Principles

Increase Equitable
Access to Improve
Learning
Outcomes for All
Students

Ensure the Voices
of Parents,
Families, Students

Study Lessons
Learned and Data
for Preparation
and Execution

Value Community
Coordination and
Collaboration

Build Trust and
Allow Creative
Ideas for
Reopening

Embrace Flexibility
While Facing
Unprecedented
Challenges

Ensure Clear,
Consistent, and
Frequent
Communication

Ensure Students
Have Access to
Technology and
Connectivity

Our Outputs

Address
Essential
Questions from
VDOE

Determine
Instructional
Models and
Design Action
Plans

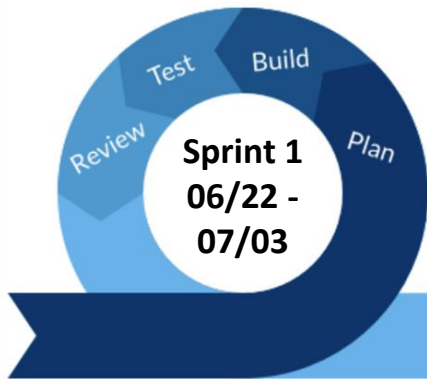


Create Materials
for Staff,
Students, and
Community

Submit our
Comprehensive
Reopening Plan



Our Approach



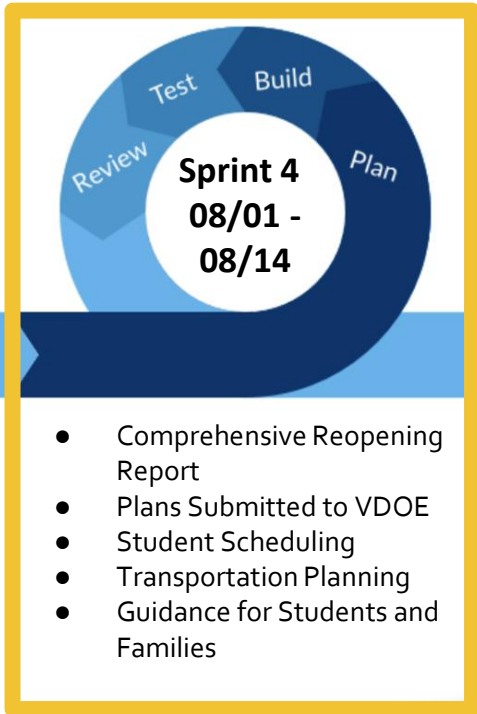
- Benefits and Risks Associated with Each Reopening Model
- Calendar + Guiding Tools for Sprints 2 + 3
- Current Budget



- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback



- Action Plans + Prototypes
- Increased Stakeholder Involvement Through Community Conversations
- School Leader Planning
- Budgets Finalized
- Updates to Policies and Processes Proposed

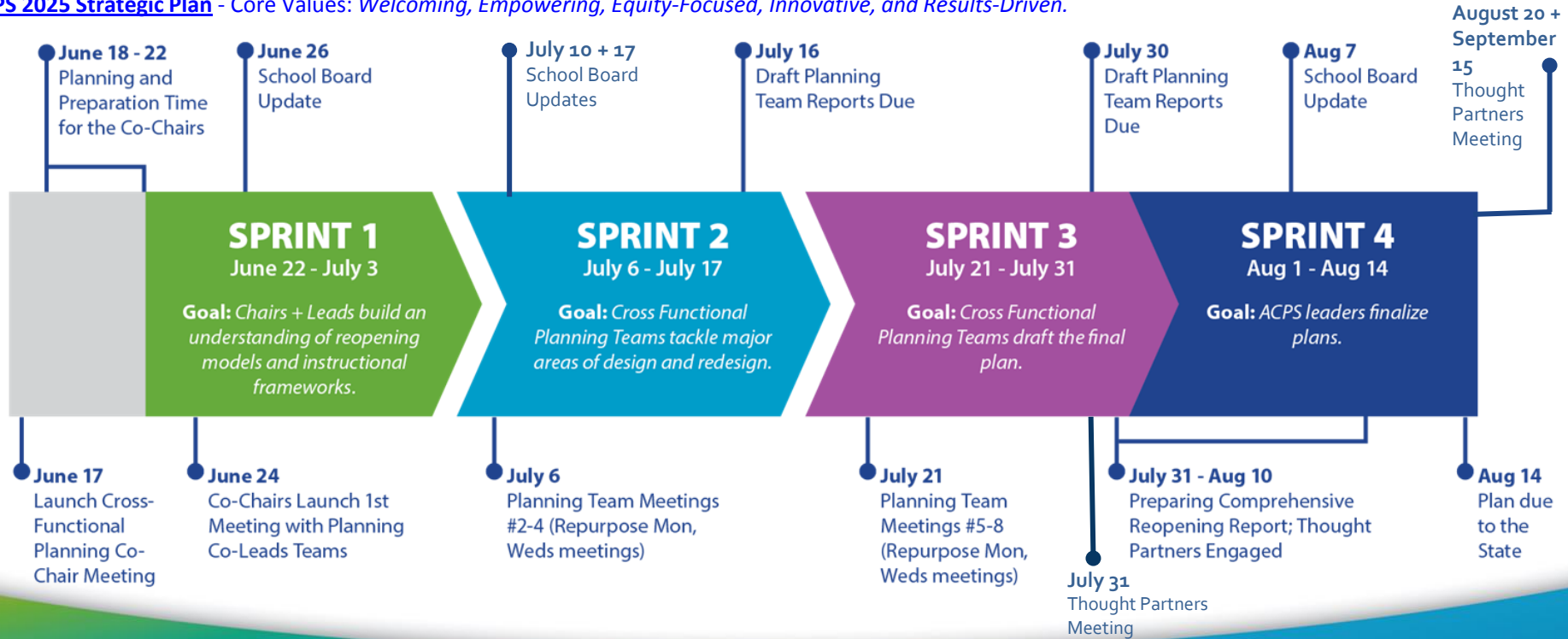


- Comprehensive Reopening Report
- Plans Submitted to VDOE
- Student Scheduling
- Transportation Planning
- Guidance for Students and Families

[CFPT Workbook Template](#)

Our Milestones and Timeline

ACPS 2025 Strategic Plan - Core Values: *Welcoming, Empowering, Equity-Focused, Innovative, and Results-Driven.*



Where We Are Now

Our numbers speak
for themselves

We Prioritized and Created Guidance for

24

Core Areas across 5 different
Cross Functional Planning
Teams

Planning Sessions

We've come together as a Cross
Functional Planning Team for

60+

Hours of collaboration across
teams, including M/W Design
sessions, alignment meetings,
and scheduling guidance
conversations

And involved
150+

Division leaders in the
Reopening planning
meeting process

And of course...

1

Reopening playbook with
synthesized division-level
guidance, school action steps,
and aligned resources for
school leaders

3+

Sample virtual schedules for
our elementary, middle, and
high school learners

we could not have done this without our community!

22,000 +

Views of FAQs and
Community Chats

12,000 +

Survey Responses
from our staff and
families

Since We Last Saw You

July 20-24

Testing Schedules: *Principals*, with guidance from our *Scheduling Crew*, created test schedules to discover challenges and needs for each model.

Drafting our Playbook: *Cross-Functional Planning Teams* built out guidance for the division and school-level to support leaders in the reopening.

Reopening Community Chats: *School and Community Relations (SCR)* organized a series of chats to gather questions and build solutions.

Frequently Asked Questions: SCR is has drafted responses to Frequently Asked Questions (FAQs) to address the main concerns and challenges that our families and staff shared.

July 27-31

Day in the Life Activity: *Cross-Functional Planning Teams* experienced a Day in the Life of various personas to understand how students, staff, and families experience both models.

Assessing Feasibility: Examining each model for reopening using following criteria: constraints, inputs, and alignment.

Finalizing our Playbook: *CFPTs* finalized guidance for leaders at division and school-level.

Board Brief: We shared which reopening option is feasible on Friday, July 31, 2020, with the School Board and Community via a School Board Brief.

August 3-7

Continued CFPT Collaboration: *Cross-Functional Planning Teams* collaborated to discern greater details about Virtual PLUS+ Offerings, along with the following:

- How will **Virtual PLUS+** be similar or different to Spring 2020?
- Who will **provide supports**?
- Who / how many will **receive supports**?
- How we will determine who **get supports**?
- How we will engage **community partners**?
- How supports will be **delivered**?
- What aspects of **Virtual PLUS+** could occur in-person?

Our Community Insights and Input

12,000+

Responses from Survey

- Historic participation from all sectors of our community
- Targeted outreach to ensure all voices heard
- Current survey open to gauge needs from community and refine "PLUS+" components

2,600

Live Participants

22,000+

Viewed Chat Recordings

10 Reopening Community Chats

- 7 with families and staff
- 3 with students across all grade levels

100s

Questions Answered

- Participants sent questions in advance and live during chats
- FAQs now available on website in response to questions received

Voices from Our Community

Ms. Mahlet Tefera

- *Representing our Amharic-Speaking Community*
- *Two Children at Patrick Henry K-8 School*

Ms. Ruth Larico

- *Representing our Spanish-Speaking Community*
- *Three Children at John Adams Elementary School and One Child at Jefferson Houston PreK-8 IB School*

Experiencing a Day In the Life

A Day in the Life of the Chambers Family



A Day in the Life of a 6th Grader

E LIFE NOTE-CATCHER

Hybrid Model	100% Virtual Model
<ul style="list-style-type: none"> I put on my reusable mask from ACPS when I head out the door. I make sure to wash my hands. My parent / guardian screens me before I leave the house. I only bring essentials to school like my lunch and my daily folder. If I'm riding the bus, I follow the rules for boarding/riding the school bus. If I am a walker, I wear a mask and keep social distance from others on the sidewalk. 	<ul style="list-style-type: none"> I wake up and eat breakfast. I make sure my laptop is charged and ready to go. I try to find a quiet space to complete my work in. I log on to Canvas/the division-wide platform for my grade and navigate to find my assignments for the day. I check to see if there are any announcements or emails from my teachers.
<p>Using the list above, jot down what the start of the school day would look like for your persona.</p> <ul style="list-style-type: none"> I help my little sister get her mask on and remind her about social distancing before I put on my mask. Then I walk my little sis to the bus stop. Then I walk back to my stop, which is close. I sit in my assigned seat on the bus. I have to tell my friend to get out of my seat 3 times. I open my phone and listen to music in my earbuds. The bus driver is passing masks to the 	<p>Using the list above, jot down what the start of the school day would look like for your persona.</p> <ul style="list-style-type: none"> I remember how to login because my login info is the same. I have to help my little sister get set up and ready for her day. Our wifi is slow because we're all on it now.

Feasibility Factors

Constraints

Model is Possible Within Current Constraints and Available Resources

Informed by...

- Capacity
- People
- Equipment
- Time
- Funding
- Health Status

Inputs

Model Supports ACPS Community, Staff Needs, and Preferences

Informed by...

- Thought Partners
- Initial Survey Results
- Community Chats
- Emails + FAQs

Alignment

Model is Aligned to ACPS 2025: *Equity for All*

Informed by...

- Mission + Vision
- How does this plan reflect the Core Values... (heart and soul)

Decision Making Approach

Is it feasible to open our schools for in-person learning starting on September 8, 2020?

Based on our understanding and assessment of ACPS constraints, community input + vision

Yes

If **Yes**, how many students can we accommodate, per VDOE, CDC + Health Dept Recommendations?

- All Students
- Subset of Students

No

If **No**, at what date or at what change in conditions will we reassess?

If there are any no's, then it is NOT Feasible

More Information or Decision

Can we gather information this week? Or, do we have to make another assumption?

SEAL Considerations

Key Data Points

The capacity of eight schools would not allow a 50% hybrid schedule.

Example: Only 60% of students at George Washington MS would be able to participate in the A/B hybrid schedule.

Pulse Survey results showed the need for increased engagement and connectedness.

Example: On the first day of summer school, 100 middle school students attended an optional counseling lesson.

Constraints

- Physical Capacity
- Student Schedules
- Staff Availability + Exclusionary Criteria
- Building Admin Requirements

Input

- Teacher Reported Data on Student Engagement, Connectedness with Families
- Family Survey Data for Student Population Subgroups
- Safety Requirements from Family + Staff Survey

HR/CIP/Tech Considerations

Key Data Points

Projected staff work attendance is higher in a remote-work model.

Social distance capacity ranges from 38%-62% of occupancy projection at each school.

Tech Services must procure approximately 7000 devices prior to August 31, 2020, in time to issue for student distribution.

Constraints

- Technology: Access to Facilities, Procurement, and Funding for New Technology
- Facilities: Physical Capacity, Signage, HVAC, Furniture
- HR: Staff Availability and Attendance

Input

- Safety Requirements From Staff Survey
- Staff Needs More Time to Plan a Hybrid Model
 - Transportation
 - Classroom configuration + assignments
 - Labeling and signage for classrooms, hallways restrooms, etc.
 - Running a beta-test school week to practice school operations

Health + Safety Considerations

Key Data Points

Alexandria Health Department (AHD) Reports Continued Increase in COVID-19 Cases from 6/1/2020 through 8/1/2020

As of 8/1/2020: 2,820 cases resulting in 59 fatalities with 268 Alexandria residents being hospitalized

Updated Transportation Model

(<https://docs.google.com/spreadsheets/d/1NT4m-fPVX3m7pe8ncDixWgOJiKbYy4jF/edit#gid=710930426>)

Constraints

- Transportation: Staff Absenteeism/Vacancies, Routing Impacts, Contract Implications, and Funding Necessary
- PPE Procurement: Lead Time and Availability for Start of School
 - Limited PPE in stock now, but not the quantity needed for reopening
 - Competition for supplies due to multiple entities ordering at same time
- Screening Process: Logistics and Varying Recommendation

Input

- Staff + Family Surveys Indicate Health + Safety Primary Concern
- CDC Guidelines + AHD Guidelines (e.g. decreased levels of community transmission rates + mitigation strategies)
- Screening checklist (in-person and/or self screening)
- Cleaning protocol for facilities
- Plan for effectively addressing positive cases

Financial Management

Key Data Points

Combined Funds Budget \$319.8M
CARES Act \$3.7M

**We are Applying for Additional
Competitive Grants**

*Elementary and Secondary School
Emergency Relief (ESSER) Fund-Set
Asides, Governor's Emergency Education
Relief (GEER) Fund-Set Asides*

Constraints

- Budget: High Number of Unknowns, Potential for High Variability, Low Understanding of Specific Purchases / Expenditures
 - Examples include Personal Protective Equipment (PPE), Facility Modifications/Improvement, Additional and supplemental cleaning and disinfecting services, Supplemental/Premium Pay (Overtime, "Hazard"), Additional Staffing requirements, Transportation needs

Input

- FY 2021 Adopted Budget
- CARES Act Funding Less Equitable Services for Private Schools
- Revenue Receipts
- Comparable Division Expenditures

Our Feasible Model

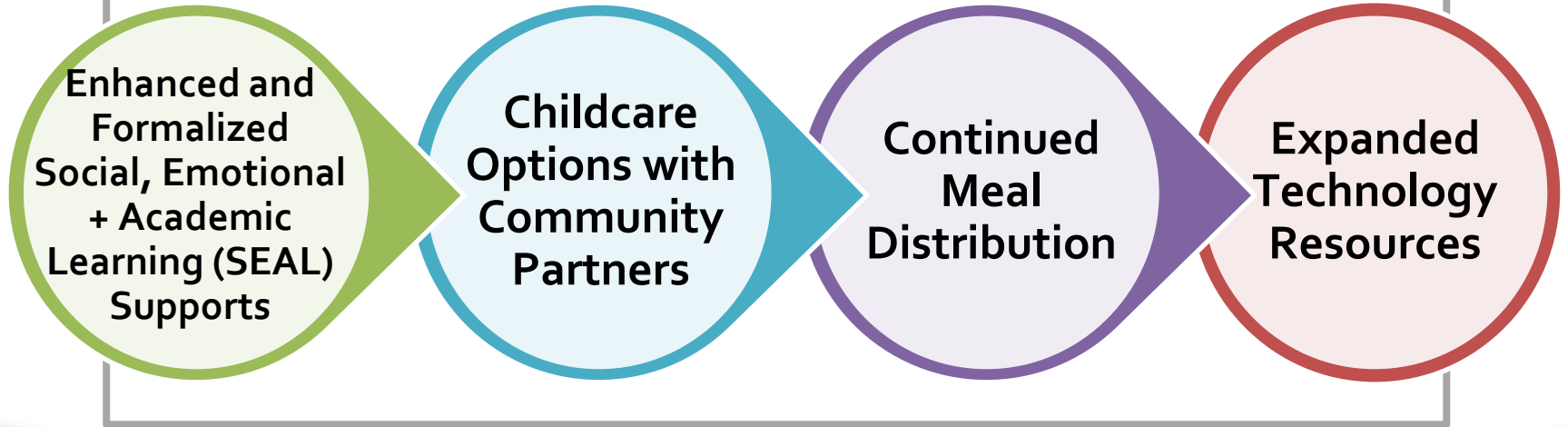
Based on our understanding and assessment of ACPS constraints, community input + vision across each Cross-Functional Planning Team, we recognize that it is **not feasible to open for in-person learning starting on September 8, 2020.**

→ VirtualPLUS+



Our Feasible Model (cont'd)

VirtualPLUS+



Living Out Our Strategic Plan



IT'S BOLD. IT'S COURAGEOUS.

IT'S ABOUT EQUITY AND EMPOWERMENT AND
INSPIRING STUDENTS TO THRIVE

VISION

Empowering all students to thrive
in a diverse and ever-changing world

MISSION

ACPS inspires all students and addresses
barriers to learning to ensure success

CORE VALUES

Welcoming :: Empowering :: Equity-
Focused Innovative :: Results Driven



Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports

Why Enhanced SEAL Supports?

Given the COVID-19 school closures and racial equity conversations, students will need targeted supports in the areas of academics and social-emotional learning throughout the 2020-21 school year.

PLUS+ Leads
Darrell Sampson; Principal Ginja Canton; Principal Jasibi Crews

Key Components of Support and Potential Designs

- Attendance will be taken daily.
- Students will be graded on completed work.
- We will provide Scheduling Guardrails across schools.
- All students will receive SEAL lessons and opportunities to build relationships.
- Screening of students for academics and social emotional needs.

Timeline and Next Steps

- **August**
 - Tier 1 SEAL
 - Schedules
- **September**
 - Screeners
 - Create SEAL Supports for Students Based Upon Identified Needs



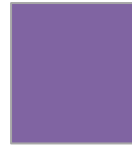
Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports

- Started by developing **pilot schedules** for virtual and hybrid with four schools.
- To further explore virtual schedules, all schools participated in schedule development. Whole group, breakout groups, and virtual office hours were offered to support Principals to develop schedules for their students and staff.

Elementary



K-8



Middle Schools



High School



- Worked in larger groups to review and refine scheduling templates.

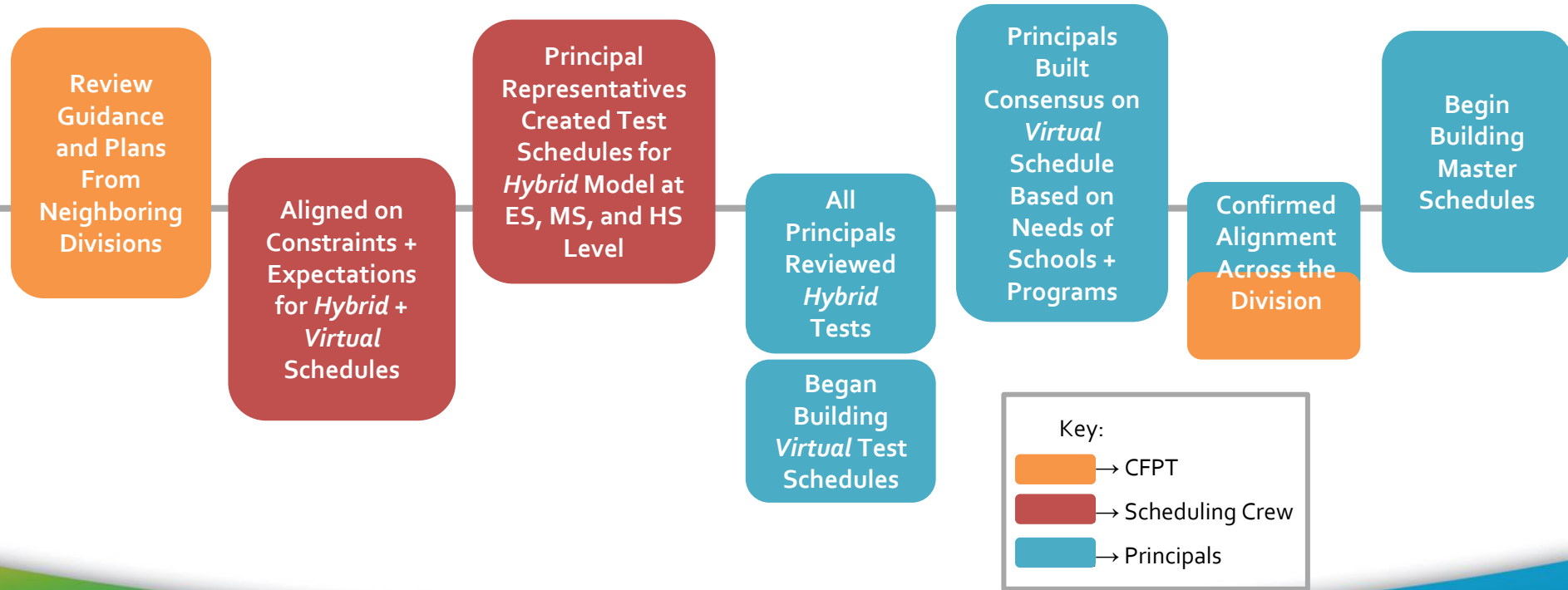


Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports

Division Guidance	School Leader Flexibilities
<ul style="list-style-type: none">● Explicit Time for SEAL (Consistent, Regular→ Min. of 30 Minutes at Grades 3-12, Min. 20 Minutes at Grades PK-2)● Same # of Blocks Across Levels (ex: All ES)● Secondary: Explore the Use of 4x4 and Block Models● **30-45 Minutes Minimum Synchronous Instruction per Subject (Based on 3.0 Scheduling)● Assumptions:<ul style="list-style-type: none">○ Staff will Return to Their Full Contract Hours	<ul style="list-style-type: none">● Additional Intervention Times● Office Hours for Students Families● School-Specific Professional Development



Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports





Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports

What We Want to be True for Students

- Dedicated **SEAL Time**
- Student **Engagement** and **Participation**
- Variety of **Instructional Models + Assessments**
- Opportunities for **Differentiated Learning Experiences**
- Commitment to Exemplary Programs (e.g. STEM, CETA, DL, AP)

Professional Learning Supports for Staff

- Embedded **Planning Time**
- Expanding **Tools** of all Staff to Meet Model Delivery
- **Training** on a Variety of Virtual Platforms and Instructional Models
- Teaching **Resources** Suited to Virtual Models
- **Family Engagement**



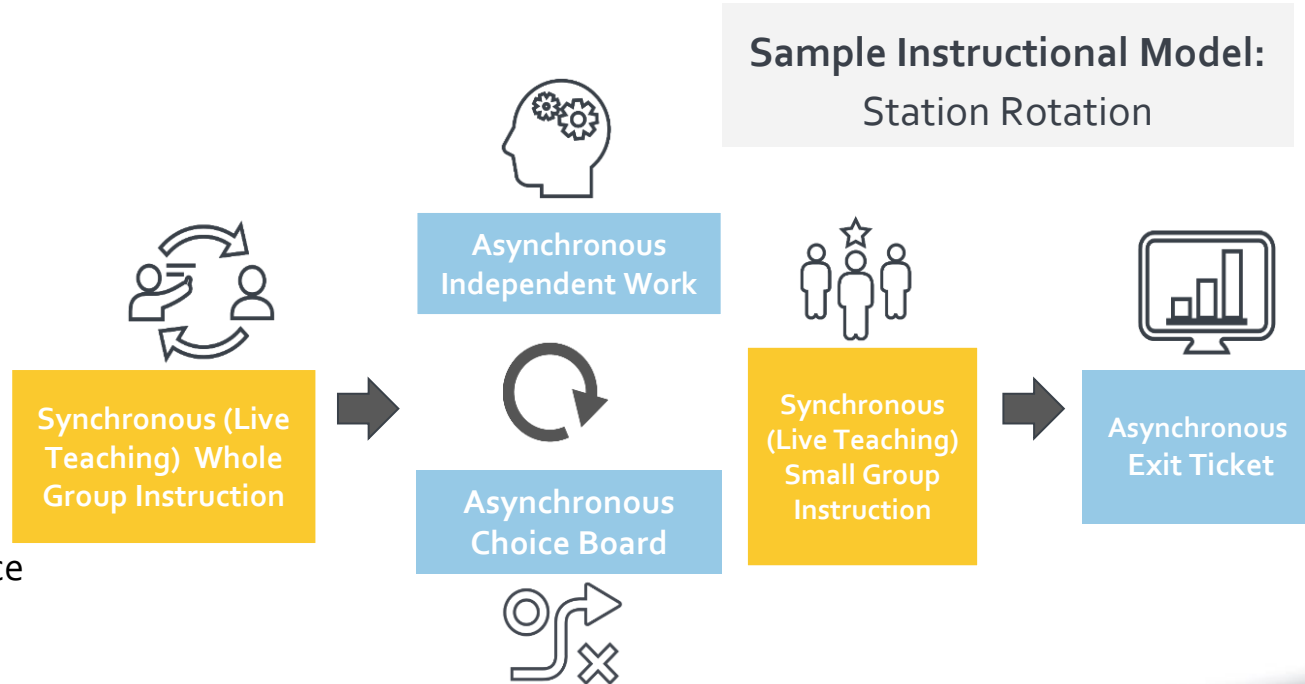
Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports

Spring vs Fall Virtual PLUS+

- Increased Engagement + Expectations
- Pacing + Introduction of New Content
- Formal + Informal Assessments

Fall Virtual PLUS+

- Aligned to Traditional In-Person Learning Experience





Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports

Elementary School	Middle School	High School
8:00 a.m. - 2:30 p.m.	8:30 a.m. - 2:30 p.m.	8:30 a.m. - 3:10 p.m.



Deep Dive: Enhanced and Formalized Social, Emotional, and Academic Learning (SEAL) Supports

Formative Assessments

- Staff will utilize the **ACPS Teaching and Learning Framework** and the **MTSS** assessment matrix.
- Prek-1 division staff will work in collaboration with teachers to **develop formative assessments**.
- Students will take a variety of assessments to **check for understanding** such as exit tickets, performance based assessments, portfolios, video submissions, and common unit assessments.

MAP Screener

- **MAP Screener** data will inform families, staff, and students to areas of academic strength and areas of focus to inform instruction and necessary supports.
- We plan to administer **MAP Screener virtually** for all students, grades 2-12 in math and reading. This is a brief (20 question) screener that is feasible to be administered virtually.
- We will prioritize student **social and emotional wellness** in the initial return to school in September; MAP Screener will be administered in early October.
- Full **MAP Assessment** will be administered to students grades 2-12 once ACPS returns to in-person learning.

Deep Dive: Child Care

(In-Person Community Student Support)

Why In-Person Support with Community Partners?

To provide students in need of a safe site for academic/social/emotional during, before, and after the school day.

PLUS+ Leads
Jane Richardson
Kurt Huffman

Key Components of Support and Potential Designs

- **Design** set of supports that ACPS can offer to sites, including technology access, potential support liaisons, supplies, ACPS Virtual PLUS+ curricular support, academic supplies, social-emotional supports, collaboration with site staff, training of site staff, meals and food distribution, etc.
- **Dissemination** of site information to all stakeholders. This includes outreach to families regarding the details, eligibility, capacity, etc. of each site.

Timeline and Next Steps

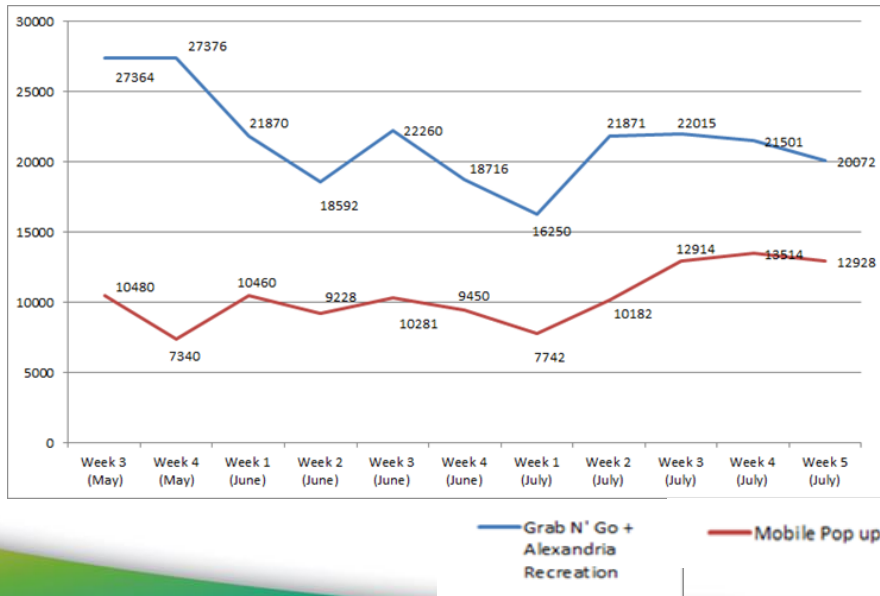
- **Reflect** on family survey regarding in-person childcare support in the fall (e.g. childcare during school hours, extended childcare hours, supervision of virtual learning).
- **Identify** partners that can potentially offer support to our most vulnerable students and families in need.
- **Confirm** the limited availability of ACPS facilities for potential in-person facility usage and criteria/requirements to stakeholders.
- **Identify**, through collaborative discussions, partner capacity, criteria, ages served, day schedule and all other information needed to then outreach to families and stakeholders.
- **Develop** processes for ACPS inter-department support to be offered to in-person partners.

Deep Dive: Continued Meal Distribution

Why Continued Meal Distribution?

To support students and families with nutritional meals while in a virtual model.

PLUS+ Lead
Cynthia Hormel



Key Components and Potential Design

- +350K meals distributed mid May - end of July across Breakfast, Lunch, Snack, Weekends, Supper.
- Working to extend current delivery thru September 7, 2020.
- Update for SY 20-21: Shifting meal distribution from SFSP to NSLP, which will limit to active students in ACPS with proof of paying status.

Timeline and Next Steps

- **Communicate** through variety of social media platforms.
- **Develop and distribute** family meal cards.
- **Promote** FARM application, along with CEP schools.
- **Engage** Curriculum and Instruction and others to support enrichment components for snack and supper meals.
- **Continue to adjust** current model, and identify areas of need throughout the community.

Deep Dive: Expanded Technology Resources



Why Expanded Technology Resources?

To ensure all ACPS students and families can access their online classes, teachers and resources while learning at home.

PLUS+ Lead
Dr. Hoover

Key Components of Support and Potential Designs

- Expand the distribution of devices to include PreK - 2nd graders (Prek-1st Grade tablets and 2nd-12th Grade chromebooks).
- Provide Internet access to families that need it.
- Provide online and in-person technical support for families.
- Rebrand parent/guardian access to PowerSchool/Canvas as Virtual PLUS+ Access and expand resources available to families.
- Develop a "Family Helpdesk" course within Canvas where families can access technical support, tutorials, and accessibility features available in ACPS tools and devices.

Timeline and Next Steps

- **Distribute** devices to Pre-K-3rd grade students and any new ACPS students in grades 4-12 at multiple school sites.
- **Coordinate** with FACE and school liaisons to identify families in need of Internet access.
- **Coordinate** with Facilities to identify times and locations for in-person technical support.
- **Design and schedule** family webinars to provide details regarding Virtual PLUS+ Access, student devices, and access to digital learning tools.
- **Create** Family Helpdesk course to be accessible in Canvas for students and families.

Deep Dive: Expanded Technology Resources



Why Expanded Technology Resources?

To ensure all ACPS students and families can access their online classes, teachers and resources while learning at home.

PLUS+ Lead
Dr. Hoover

Key Components of Support and Potential Designs

- Require teachers to use the ACPS Learning Management System, Canvas, as the primary platform for students and families to access their instruction, schedules, technical support and SEAL resources.
- Provide teachers with Canvas course templates for consistency across schools and grades, removing barriers associated with designing a course.
- Clever remains the single-sign on portal for students to access applications.
- Provide teachers synchronous and asynchronous professional development for ACPS digital tools.

Timeline and Next Steps

- **Finalize** division and school-wide expectations for teachers.
- **Provide** targeted Canvas training to elementary and secondary teachers to support them with finalizing their courses.
- **Re-evaluate and reorganize** applications in Clever to streamline access to resources.
- **Provide** staff additional information in the ACPS Insider during the week of August 10 regarding professional learning opportunities currently available and scheduled.

Budget and Finance Update

- **FY 2021 Final Adopted Combined Funds Budget - Operating, Grants and Special Projects, and School Nutrition Services**
 - TOTAL CF - \$319,775,862
- **Coronavirus Aid, Relief, and Economic Security (CARES) Act funds**
 - ACPS - \$3,289,851
 - Private - \$385,089
- **Elementary and Secondary School Emergency Relief (ESSER) Fund - Set Asides**
 - Competitively Awarded Grants
 - Special Education Services and Supports; School-Based Mental Health Services and Supports; Social-Emotional Universal Screener; Summer Academic Academy Success (SAAS); Instructional Delivery Supports (IDS); Cleaning/Sanitizing Supplies for Schools and School Buses; Facilities Upgrades/Protective Equipment
- **Governor's Emergency Education Relief (GEER) Fund-Set Asides**
 - GEER Funding Support for School Nutrition Operations; Virginia Initiative to Support Internet Outside of school Networks (VISION)
 - Competitively Awarded Grants

Funding Allocations (Approved CARES Act)

Cost Category/ ESSER Programmatic Objective	8. At-risk student groups	10. Sanitization - Training	11. Sanitization - Supplies	12. Coordination for long term closure	13. Technology	14. Mental health	16. Other	Grand Total	% Allocation
1000 - PERSONNEL SERVICES	380,320					10,000	90,000	480,320	13.1%
2000 - EMPLOYEE BENEFITS	52,304					760	41,400	94,464	2.6%
3000 - PURCHASED/ CONTRACTUAL SERVICES	307,700	50,000		47,125	175,000	97,950	586,000	1,263,775	34.4%
5000 - OTHER CHARGES							97,412	97,412	2.7%
6000 - MATERIALS AND SUPPLIES	128,500		510,000	12,648	654,945	5,000		1,311,093	35.7%
8000 - CAPITAL OUTLAY	-						-	-	0.0%
ACPS Budget (less Equitable Services Admin Fee)	868,824	50,000	510,000	59,773	829,945	113,710	814,812	3,247,064	88.4%
ACPS Admin Fee- Equitable Services								42,788	1.2%
ACPS Total Budget	868,824	50,000	510,000	59,773	829,945	113,710	814,812	3,289,852	89.5%
Equitable Services- 5 Participating Private Schools- Set-aside								385,089	10.5%
Total ESSER Budget	868,824	50,000	510,000	59,773	829,945	113,710	814,812	3,674,941	100.0%
% Allocation by Cost Category	23.6%	1.4%	13.9%	1.6%	22.6%	3.1%	22.2%	100.0%	

Virtual PLUS+ Supports Poll

- **Poll open now** for families, staff, and students, and will **close after August 9, 2020**.
- Need direct voice from stakeholders for **what supports are needed in critical areas** (childcare, technology, food/nutrition, social/emotional, instruction, and communication).
- **Quantitative data** will provide scale of **respondents needs' overall and by groups**. **Qualitative data** will provide exactly the **type of support stakeholders are seeking**.
- Will be used to **inform refinement of support planning and offerings** moving into September and beyond.

Continued Community + Staff Engagement

VirtualPLUS+ Helpline

15 Staff Members
Ready to Support

Customer Service and
Language Access Training

HelpLine
est. August 19-
September 30

Building Foundation
for Timely Responses

“Soft” Launch
with LINK Families

Our Core Values Guiding Us Forward



Welcoming

We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.



Empowering

We inspire each student and staff member to thrive to their best abilities.



Equity-Focused

We actively work to remove barriers to educational access.

Innovative

We take initiative to solve problems in the classroom and across the system.

Results Driven

We set ambitious goals to learn, grow and achieve at high levels.

Reassessing to Transition

	Data Inputs	Responsibilities
Health + Safety + Transportation + School Nutrition	<p>Public Health KPIs (e.g. "Curve" of Cases, Infection Rate)</p> <p>Facilities Maintenance PPE Supplies</p> <p>Transportation Student Ridership</p> <p>School Nutrition Services Meal Count</p>	<p>Alexandria Health Department</p> <p>Facilities</p> <p>School Nutrition</p> <p>Transportation</p>
Availability of Staff, Classroom Space and Technology Devices	<p>Workforce Pulse Surveys (e.g. Likelihood of Return)</p> <p>Status of Vacancies to Start School on September 8, 2020</p> <p>Classroom Occupancy Rates at COVID-Social Distancing Requirement</p> <p>Number of Devices Required and On-Hand for Every Student (e.g. 16, 000 Total Students)</p>	<p>Human Resources</p> <p>Capital Programs</p> <p>Technology Services</p>
Students + Families	<p>Interim First Quarter Student Data (Screener + Formative Assessments) Survey (e.g. Preferred Model)</p>	<p>Curriculum and Instruction, Student Support</p>
Budget	<p>Virtual Model Expenditures</p> <p>State Sales Tax Revenue</p> <p>Alexandria City Appropriation Adjustments</p>	<p>Finance</p>

Hybrid Work Continues: *Transition Team*

- **When we will reassess?** 9 Weeks + Families Notice
 - *Continue to Monitor* Current Health Situation with the City and Alexandria Health Department (AHD)
 - *Implement* the ACPS COVID-19 Handbook Developed by AHD
 - *Distribute* Staff Survey: Intent-to-Return-to-Work-in-November
- **Division Wide + School Planning for Transition Starting NOW**

Hybrid Work Continues: Health and Safety

School Decision Tree

All Schools Regardless of Community Spread

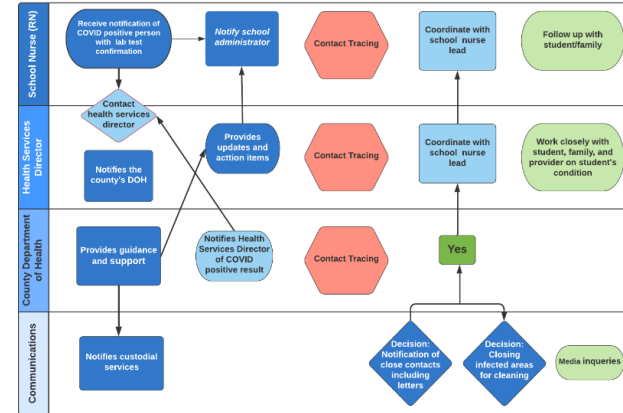
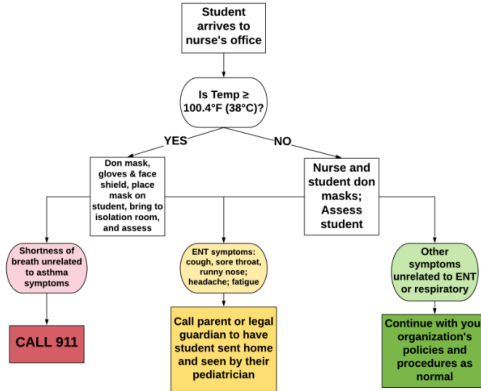


No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events – consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school

Monitor changes in community spread

Minimal to Moderate OR Substantial Community Spread



Our Next Steps

- **Final Version of Playbooks:** Guiding Actions for our Staff + Schools
 - *Ex. Student + Staff Schedules, Instructional Guides, Operations*
- **Final Plan to VDOE** to meet the following guidelines
 - Operational Infrastructure to Support Learning
 - New Instruction for All Students
 - Identification of Instructional Gaps and Student Needs
 - Remote Learning Plan

"Individually, we are one drop. Together, we are an ocean." – Ryunosuke Satoro



Dr. Gregory C. Hutchings, Jr.
Superintendent of Schools
gregory.hutchings@acps.k12.va.us

Dr. Terri H. Mozingo
Chief of Teaching, Learning, and Leadership
terri.mozingo@acps.k12.va.us